DOCUMENT RESUME

ED 051 119 SP 004 999

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TITLE Differentiated Staffing.
NOTE 32p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Community Involvement, *Differentiated Staffs, *Noninstructional Responsibility, *Staff Utilization, *Student Role, *Teacher Role, Teaching Models

ABSTRACT

The traditional educational structure requires the teacher to be part bookkeeper, part clerical assistant, and part psychologist, among other roles, while his salary scale is based on length of service. Differentiated staffing offers ways of changing this pattern. The details of differentiated duties are largely a matter of local option and available resources, and local priorities and criteria must be established. Three interesting questions are 1) What are we now doing within our school program, whether we recognize it or not, that makes use of different kinds of skill, responsibility, and reward? 2) What responsibilities have been established in other fields that could be recognized as worth initiating in education? and 3) What responsibilities or skills might be identified or generated or created as education seeks new structures, new patterns, new roles, perhaps even new purposes? Many potential models can grow from modifying the present staffing model with help provided by clerks, proctors, and technical, teaching and research assistants. Clerical services could be expanded or elaborated, and the use of team teaching could be increased. Students could be used as a systematic and constructive teaching resource. Other models could group students in platoons, each with its own leader, or use "village fair," "bread man," "road show," or "assembly line" techniques. Community resources could also be more widely used. (MBM)

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DIFFERENTIATED STAFFING

Education, as it is now structured and staffed in most of the separate, single school districts of our nation, is a guaranteed exercise in frustrated aspiration toward impossible objectives. In the nation as a whole, education will never become a profession so long as we continue to prepare a single, broadly described kind of performer--a teacher, to fulfill a single but multifaceted kind of role--teaching (a practice broadly defined, if defined at all), in a very circumscribed structure--school as most of us know it, which holds a nebulously defined general license--to educate. Nor can we expect that teacher to begin to meet the "modest" goal we set up for him: the encouragement and development of a richer, more meaningful, more fruitful life for every individual student we schedule his way over a twenty-five or thirty year career--if he remains a teacher that long. Usually, all we ask of that teacher more specifically is that he be part bookkeeper (as in keeping records of attendance, sundry collections of money, distribution and inventory of books, and assignment of hall lockers), part clerical assistant (as in typing examinations and reports, filing records and plans,

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duplicating or mimeographing tests and handouts, making appointments with parents, students and colleagues), part psychologist, part expert in group dynamics, part father-image or mother-image, part friend, part policeman, part diplomat, part custodian, part critic, part scholar, part expert in communications, part public relations man, part performer before live audiences, part private tutor, part traffic monitor, part chaperone. Scholastically, although we have departmentalized a bit within our schools, we see that teacher to be not at all unlike the medieval master of all the knowledge in the universe, at least within his subject: history, or language arts, or science, or mathematics. There he stands--immutable, irrefutable, and too often inscrutable.

For the impossible expectations we hold of him in his position, we compensate this little master of the universe, the teacher, by pigeonholing him in a salary scale in which he looks very much like every other little master of the universe within his school district--both in responsibility expected of him and remuneration granted him. The longer he stays on the job, the fewer duties we require of him (we drop his homeroom assignment, or give him an extra free period, or waive a club assignment), and the more we pay him. His one hope of moving two steps up the scale in any given year, rather than one step, is the addition of a couple of inservice credits in his field at the nearby university. Or, he can move away from students altogether and slip into administration.

Too often, especially if he is particularly sensitive, creative or ambitious, he leaves education and finds a career in which his individual talents and interests are appreciated, encouraged and used--both through level and kind of responsibility, and through commensurate remuneration granted to him.

Education will never move out of the nineteenth century if the only systematic preparation we develop for it is aimed primarily at turning out some general class of human beings known as "classroom teachers" to fill obsolete roles, in circumscribed slots, according to irrelevant patterns, in an outmoded structure. If we are ever to move toward education as we have dreamed of it for at least the past several decades, we need somehow to come up with new structures, new patterns, new job descriptions, new roles. Differentiated staffing is one concept that aims toward meeting that challenge.

Unfortunately, we are still preparing generalist teachers--almost exclusively--and staffing almost all of the jobs in education with them. We fail to recognize the variety of needs and competencies and responsibilities within our own present daily activities as a school. We fail to acknowledge differentiation that already exists, and that has always existed. True, some teachers happen to coach, and some pick up administration credits during the summer and become principals, and some pick up other credits and become guidance counselors. Some teach English and some teach home economics, some first grade and some fourth grade, but just about all of them still are officially and contractually expected to be as like one to another in proficiency and interest and preparation and kind of performance as medium Grade A eggs in a supermarket. Therefore, we accept the twenty-two year old untested novice into our faculty and give her thirty students per class, five classes per day, five days per week. Across the hall from her, in her own little kingdom, we allow the thirty-year veteran of proven skill and competence thirty students per class, five classes per day, five days per week. The new young man in the history department, the one who worked his way through college as a highly successful disc jockey and amateur movie producer, we give thirty students per class,

five classes per day, five days per week, in his little kingdom, or classroom. And, that classroom is shaped pretty much from the same model as the one in which Sam Sleagle, beloved tried-and-true grandfather-type to seven out of eight kids in the school, exciting, stimulating, changing with the times, ever young in his outlook, meets his schedule: thirty students per class, five classes per day, etc. The giddy young thing who plays at a year or two in maybe a third grade job while on her way to an altar, she hopes, draws an assignment essentially like Miss Brown's, who last year was named outstanding elementary teacher in the state. From a different point of attack, we encourage an imaginative, exciting teacher who happens to have no experience but a fresh outlook and contagious enthusiasm, by promising him that if he puts up with the system long enough--say, fifteen or twenty years--he, too, will reach the top of the salary scale, like Mister So-and-so, the dull-eyed, shopworn drudge who is at that point in the scale now, ticking off the slow years till retirement.

On the few occasions that we do openly acknowledge that teachers are not interchangeable parts, that classrooms and roles and proficiencies and objectives do indeed differ widely within any given school program, we take tentative and wary steps to celebrate the occasion. For instance, we give merit bonuses to certain teachers. Or, we assign fewer study halls to certain teachers, or an extra club duty to another. Or, we hire some local mothers to police the cafeteria, or we persuade a few retired gentlemen to monitor study halls. Or, we schedule two English teachers back-to-back for one period a day so they can "have a go at team teaching." Or, we hire a secretary whose time is devoted strictly to serving teachers. Or, we hang draperies at the windows in one room, shove in a movie projector, and call it an audio-visual auditorium,

to please the film fanatics on our staff and give them their place away from the sun. But, we still pretend to parents and students that Grade 6 geography with Miss Ross is an educational experience identical to Grade 6 geography with Mr. Lafferty. And, in drawing up the annual budget, we list that very excellent kindergarten teacher for the same financial reward that we tag on to that all-but-incompetent though safely tenured twelfth grade social studies teacher. After all, they have both been on the staff five years. Unfortunately, we could not even hire the highly articulate and exciting Peace Corps veteran for the social studies job, even if we could somehow get rid of the incompetent, for the Peace Corps veteran is not certified as a teacher by the state. He took a course called "Cities in Crisis" instead of one in "History of Education." And, not the rarest craftsman in the world can teach a shop course in most high schools if he has not picked up a bachelor's degree.

If our overall goal as educators remains, as it hopefully will, the encouragement and development of a richer, more meaningful, more fruitful life for every individual student, we would have to labor long and hard to come up with a less efficient, less effective model for staff utilization toward meeting that goal than we now have in practice in most of our schools. We could hardly do worse if we did nothing at all. Though we have talked about individualization of instruction for our students (yet always retaining the thirty-student batches), we close our minds to the suggestion that we individualize staff assignment and compensation of responsibilities within a total school program. At the same time, there is no reason to believe that teachers are any different from people generally--that if they enjoy what they are doing, they will do a better job of it. Yet, one study indicates that only one in five Americans enjoys what he is doing for a living, that two in five are apathetic--

they neither like nor dislike their jobs, and that two in five are openly unhappy in their jobs. From an institutional point of view, as from an individual point of view, education could do worse than try differentiated staffing.

Essentially, differentiated staffing could begin from a definition of schooling as an orchestration of a wide variety of talents, abilities, services and activities. It does not call for more structure per se; rather, it aims to define differentiated duties that aggregate toward a unified function. The description of those differentiated duties and of that unified function is largely a matter of local option and available local resources. Yet, a variety of models and an imaginative range of possibilities is within reach of any school district in the country. To accomplish differentiated staffing, or at least to initiate it, local needs must be determined: What needs to be done educationally, now and in the future, in a given school or school district? Local resources must be identified: Who or what are available to accomplish the purposes of the school? Local priorities and criteria must be established: Which of the available resources are best qualified to meet responsibilities identified under local needs?

It is in seeking honest answers to these initial questions that the greatest measures of courage and creativity are required of local educators. We must be ready to accept alternatives that we have often denied as impossible, inconvenient, or illegal in the past, alternatives that we at best have sneaked into our schools by the backdoor, if we have used them at all, other alternatives to which we have benignly closed our eyes as one teacher or another has bootlegged them into practice behind a closed classroom door. How many American elementary and secondary schools, for instance, are kept going in their day-to-day routines and variations-on-routine not by the principal, but by the

principal's secretary? More often than not, the principal's time is spent on other matters--on personnel problems, or public relations, or projections of needs, depending on the principal and his local situation. How many talented and educated housewives bore themselves over mid-morning cups of coffee in each others' kitchens, unwilling for various reasons to make full-time commitments to educational careers, but also unasked to offer part-time commitments to narrowly defined but vital tasks like coaching the girls tennis team, leading a seminar in problems of contemporary family life, or sharpening up skills long unused from her college liberal arts major? How many students are more capable of communicating the subtleties of satire in certain pop music to fellow students than are any of the teachers on the staff? How many teachers on the staff should never try to present a lesson to any group of more than ten students? Which of the following people could best qualify to help teach the uses, intricacies and limitations of statistics (which as a subject seems as if it should be a whole lot more relevant to more of today's kids than geometry, for instance): newspaper reporter, pollster, market analyst, traffic manager, fish and game control officer, advertising executive? Of course! All of them could be used to advantage if we had the structure that allowed us to involve them directly in our school program.

You see, if we decide to differentiate our staff, there is no need to pattern our organization after a television model, or a medicine model, or a publishing model, or a chemical industry, law, or any other kind of model. Rather, we can hope to build our own best local model simply by looking systematically at our own major educational concerns, by sizing up our available resources, and by determining how we can most efficiently and effectively bring those resources to meet our major concerns. Three very stimulating

questions might be pursued in the proccss:

* What are we now doing within our school program, whether we recognize it or not, that makes use of different kinds of skill, responsibility and reward? In at least one semi-rural high school, for instance, the chief custodian's salary was several thousand dollars higher than the individual salaries of a number of the teachers. Does that mean that maintenance of the building was considered of higher priority than the teaching that took place in many of the classrooms in that building? From a different point of view, if the teaching-learning that takes place in the teacher-student relationship is the primary goal of a school, why does the superintendent, who is usually furthest removed from that relationship, necessarily receive the highest salary?

From still another point of view, within less than two years of working in a flexible schedule, a departmental team of English teachers recognized on their own collective initiative that they would be far happier to differentiate duties among them formally, whether or not salaries were manipulated to try to parallel responsibilities. That is, they were willing to delegate all responsibility for large group presentations to one man in the department, and to relieve him of all other duties. They were seeking ways to split primary responsibility for all coaching in composition, on an individual student basis, among only two or three members of the department, who were capable and comfortable in such a role. They were actively identifying which teachers were excellent at inspiring kids through novels, and which teachers were excellent at turning even the happiest novels into buckets of drudgery for kids. They were aiming for differentiated staffing on their own, even without any indication that financial reward might someday be made

commensurate with varied responsibility. And, they were proceeding not from a model imposed from outside, but from recognizing differences already at hand, differences never before officially brought into the open and systematically sanctioned.

Essentially, this first question seeks to identify old jobs in the old context, but differentiated tasks openly recognized as such, for a change.

* What responsibilities have been established in other fields that could be recognized as worth initiating in education? One of the basic problems with computerized scheduling, for instance, has been that most of the technicians and theorists who manipulate and control computer consoles are not educators, and are not even pertinently aware of the problems or points of view unique to the educator. Rare indeed is the architect who can specialize in building design based on curriculum or educational philosophy or practice. School law as a specialty more often than not has concerned itself with interpretation of laws now on the books, rather than with the initiation of laws needed to implement new designs in education, or with the practice of law within educational structures. In attempting to service local militancy among teachers in recent years, the National Educational Association has had to contract law consultants from such specialties as labor-management relations, a field that is only superficially parallel to the problem areas within the contemporary educational scene. By the way, if law requires the services of specially trained legal secretaries, is there equal mandate for specially trained educational secretaries? Why should an ex-teacher or an ex-coach promoted "from the ranks" be expected to become a better business manager, or purchasing agent, or budget director for a school system than someone trained from the start for a career in educational management? Few thriving business

ventures in the country will now proceed without systems analysts close at hand, if not integrated into the corporate structure. How many educational ventures might be brought to more profitable fruition with the application of educational systems analysis? Specialists in media, in group dynamics, in public relations, in any of a thousand fields, could be recognized as vital members of an educational community, and could be recruited and trained accordingly.

Essentially, this second question seeks to identify old jobs in a new context, differentiated tasks recognized elsewhere and incorporated into education.

* What responsibilities or skills might be identified or generated or created as education seeks new structures, new patterns, new roles, perhaps even new purposes? Essentially, what new jobs might be developed within new contexts -- careers yet undreamed, staff utilization now unforeseen, or rarely or never tried? There is already demonstrated need in many schools, for instance, for floating "professional human beings", people whose one job is to move among students, especially among the alienated or disenchanted, and find out "where they are", what they are thinking, how they are motivated, what they know. Such professionals are needed not as infiltrators, or subversives, or apologians, or antagonists, or roving therapists or clinicians -- not even as benevloent facilitators or as liaison between the establishment and its disenfranchised. Rather, they would serve primarily as human beings whose ears are readier to receive than whose mouths are ready to tell, whose hearts and heads are opened wider than whose minds are closed. On another tack, who can foresee what careers will be needed if a school decides that the traditional categories of curriculum -- language, science, mathematics, social

studies, etc. -- are irrelevant, that if a curriculum must be compartmentalized at all, for instance, it might better be built around Unity, Diversity, Process, and Substance -- or, as Robert Frost once suggested, around Gossip, Superstition, and Science, or around a Liberal Science division into Aesthetics, Technology, Communications, and Human Relations? Suppose the awakened educational interest in aesthetics moves into a new realm in educational theory and pedagogy: for instance, into the notion that aesthetics is not merely an umbrella term for music and sculpture and painting and dance and a number of other beautiful endeavors that sometimes take place within a traditional context called a total school program; rather that aesthetics represents the basic process by which all education shall be reconceptualized and practiced. Would we then need educational aestheticians specially trained not only in aesthetics, but also in aesthetology and pedaesthetigogy?

Once old models are torn down, or circumvented, or ignored, all sorts of dreams seem plausible. And, if nothing else has been demonstrated by events of the twentieth century, it is the fact that one decade's vision can become the next decade's commonplace occurrence. Unfortunately, too often that has not been true in education. Education is one of those rare institutions in which practice has consistently lagged at least three-quarters of a century behind theory and research. Every time we train a teacher to become more adept at lecture, we are merely retooling along the lines of a model that antedates printing, we are refining a medieval necessity. Every time we refer to question-and-answer as basic classroom technique, we are encouraging a technique perfected in pre-Christian Greece, a civilization whose science is now considered myth and whose religion is considered fantasy. Our basic preservice education of future school staff members remains the simplistic but

impossibly broad training of something called "teachers" who more often than not resort to those two classroom techniques inherited through ancient legacy and accepted as valid simply because no viable alternative has been encouraged or allowed. Little wonder that inservice education has ranged from the principal's weekly exhortation to his teachers for tighter control of the boys' room, to next summer's commercialized tour "around the world in eight credits." Consider alternatives for inservice training if we were able to identify specific roles for specific teachers: microteaching experiences for the teacher who meets students in classes of twenty-five or thirty; sensitivity training for teachers working with the hard-core disenchanted; voice modulation, gesture control, and stage technique for the large-group lecturer; mass media techniques for those responsible for developing non-verbal, or total immersion, or remote-communicator approaches to instruction.

Potential models for differentiated staff are as numerous as the imaginations of open minds can make them. Many of them can grow simply from modifying the present model of staffing in most of our schools. The current model of teacher-use needs considerable re-examination, as we consider the problems faced by education today.

The present structure dates back to a nineteenth century Normal School model in which the teacher typically had completed a ninth grade education plus one year of normal school. There was a valid assumption that the teacher probably was not able to cope with educational problems confronting him, so help had to be built into the system for the teacher, help in a hierarchy of professional staff available to teachers as consultants or authorities to backstop their inadequacies. Many "teachers' institutes" and county and regional "inservice days" are still calendared around the country along the old

model, inherently to bring the teacher up to date, or at least to offer him "dry socks and a hot meal", as World War II infantrymen put it. Given the level of competence in teachers in the mid-nineteenth century, it was eminently reasonable to design a school model which provided consultants, curriculum coordinators, and administrators at a higher professional level than the teacher to bail the teacher out of his inevitable difficulties.

But, today's teacher bears only a passing resemblance to the normal school teacher of the nineteenth century. Currently, teachers typically enter the classroom with at least four or five years of college education and they are much more competent both in their subject matter areas and ability to deal with students. Unlike the normal school teacher, today's teacher is hardly in danger of being run out of the classroom by his students. Yet, our model of a teaching staff structure remains the same as it was a century ago -- teachers at the bottom of the school hierarchy, with professionals at higher levels to bail them out of their difficulties. Help for the teacher remains the same -- supervisors and consultants and curriculum coordinators and administrators -- always within the context that inservice education will somehow overcome incompetence and inadequacy, never in the equally plausible and increasingly important context of legitimate obsolescence or expected, systematic growth. It can be safely predicted that within a decade, as much as twenty per cent of a professional's time may be spent on inservice education as change accelerates and new roles develop for the teacher.

We need a new concept of help for the teacher: clerks and proctors and technical assistants and teaching assistants and research assistants. The objective of a new model is not to eliminate curriculum coordinators and consultants and other kinds of specialized help, but the emphasis of a new model

might well be placed on the teacher as a professional, with various kinds of technical assistants to help him with his professional responsibilities. As it now stands, we fail to differentiate between instructional responsibilities which need five years of college experience, and the competence needed to run a spirit duplicator. The teacher today is cranking his own duplicating machine, typing his own stencils, proctoring, and acting as technical assistant, as well as instructional leader. We have an undifferentiated staff, reminiscent of the medical profession at the turn of the century, when the family doctor was responsible for the full range of medical services without nurses, laboratory technicians, or other assistants. As medical knowledge has increased, new concepts of the doctor have developed, and so has a catalogue of allied or supportive vocations.

Furthermore, the current model of the teaching world treats all teachers, regardless of their expertise or special skills, as interchangeable parts. The outstanding school teacher in an entire district, the untrained and incompetent teacher who got tenure while no one was looking, and the first year teacher whose ability remains untested all receive exactly the same professional responsibilities within the current structure. Similarly, the beginning teacher who walks into his first full year of classroom teaching enters that situation in the full knowledge that, if he remains a teacher, he will carry the same classroom responsibilities, perform pretty much the same tasks, and possess exactly the same degree of professional status for the entire course of his forty-year career.

Modifications of the current model toward some measure of differentiation would not be too difficult to effect, organizationally. Shifts in teachers' attitudes and behaviors and expectations and mindsets might be harder to come by,

but such difficulty, we hope, would be overcome as soon as teachers saw their distinctive talents and abilities and strengths more openly recognized, more fruitfully used, and more appropriately rewarded than under the strictly traditional model. For instance, why not train some teachers to serve primarily as discussion leaders -- those who could so organize groups and initiate discussions that they themselves could fade from the classrooms and never be missed? Why not train certain other teachers to specialize as instructional performers before large groups of students? We could train still other teachers to share in the decision-making process that is now delegated by default and tradition almost exclusively to administrators. Certainly, there is a need for many teachers who are masters of process rather than of subject -- who can, more simply, help students to learn how to learn, rather than try to teach students whatever bodies of knowledge teachers might want students to learn simply for recall on an examination. Could we train a teacher in the techniques of becoming a vital member of a team, to recognize the strengths he can contribute to cooperative effort as well as the weaknesses which delineate his own needs?

It would not be at all difficult to extend certain attempts toward differentiated staff that have already been made. The clerical services now provided by many schools to free teachers from such non-teaching chores as typing and mimeographing and recording of grades could easily be expanded or elaborated. Why not a punch card system for student attendance check similar to that used in business and industry? More schools each year depend on some sort of central bookkeeping position to maintain attendance registers and reports. In view of the burgeoning use and availability of electronic and mechanical devices for instruction, hardly any school will be able to claim

tus quo, let alone modernity, without a growing staff of technicians both the service of equipment and for the preparation of instructional mate-ls.

The differentiation between primary and secondary responsibility in teaching role has already been recognized unconsciously in many fields ·ely allied to teaching. In certain learning activities -- such as in plex personal interactions, or in spontaneous group discussions -- no ·unt of pre-planning could produce predictable results. With such an open ·uation so immediately at hand, the professional talents of a creative ·her are absolutely crucial, for he must continually make important deci-·ns quickly and almost intuitively in order to meet the constantly changing ·nds of the ongoing situation. In certain other learning situations, how-·, pre-planning is quite possible and results are quite predictable, and ·tain rules or procedures can be prescribed beforehand by a professional ' carried out secondarily at any time by a non-professional who merely en-·es regulations or follows instructions. Public swimming pools, for in-nce, are almost universally staffed by high school and college students have earned life-saving certificates that indicate their knowledge of ·tain rules, their mastery of certain skills, and their ability to carry certain regulations established by higher powers. Any teacher who spends ·eral summers, say, earning a high level degree in language and literature, who then returns to his school job each September to supervise the load-of buses or to police the cafeteria, or to monitor traffic in the parking , or to babysit the freshman hop, knows precisely how welcome the defini-· and delegation of secondary -- or tertiary -- responsibilities would be his school district.

Or, the traditional staff might without too much retooling organize itself into teams along lines other than what has been tried in departmental team approaches to a subject, or in core programs. A team might be formed, for instance, in which one person serves as planner, a second as executor, a third as illustrator, a fourth as facilitator, and a fifth as evaluator. Or, a team might be built on the tripartite model of (1) conceptualization, (2) dissemination, (3) evaluation -- with duties specifically designated and appropriately assigned in each of the three different kinds of responsibility. The conceptualizers on the team might define purpose and generate unit outlines; the disseminators might determine and implement techniques of presentation and avenues toward learning, or alternatives in learning activities; the evaluators might measure outcome and interpret results.

It is not at all taxing on the imagination to devise a model for differentiated staff based almost entirely on modifications of the traditional staffing pattern. On the lowest level of responsibility and remuneration there might be a support staff, including clerical, technical, custodial, and perhaps managerial personnel. Instructional staff might be built above that supporting base on four levels: we can call the levels associate teacher, staff teacher, senior teacher, and master teacher. Each level might be salaried according to its own scale, and an incoming teacher might be hired into any of the four levels; that is, he would not necessarily have to begin at the lowest salaried position in the total faculty and move to the top merely by surviving enough years and gathering enough credits at summer school over those years. (See Table I.)

The first category, Associate Teacher, might range in compensation from $6,000 to $8,000, perhaps in four steps. This teacher would typically

hold at least an AB degree. The staff category would not be tied specifically to preparation or course units, although we can think of median levels of preparation associated with the differential staff ranks.

The second level, Staff Teacher, might carry a salary range of $7,000 to $11,000. Advancement could be more accelerated within this staff category, perhaps in five annual increments. Typical preparation could be a fifth year of college.

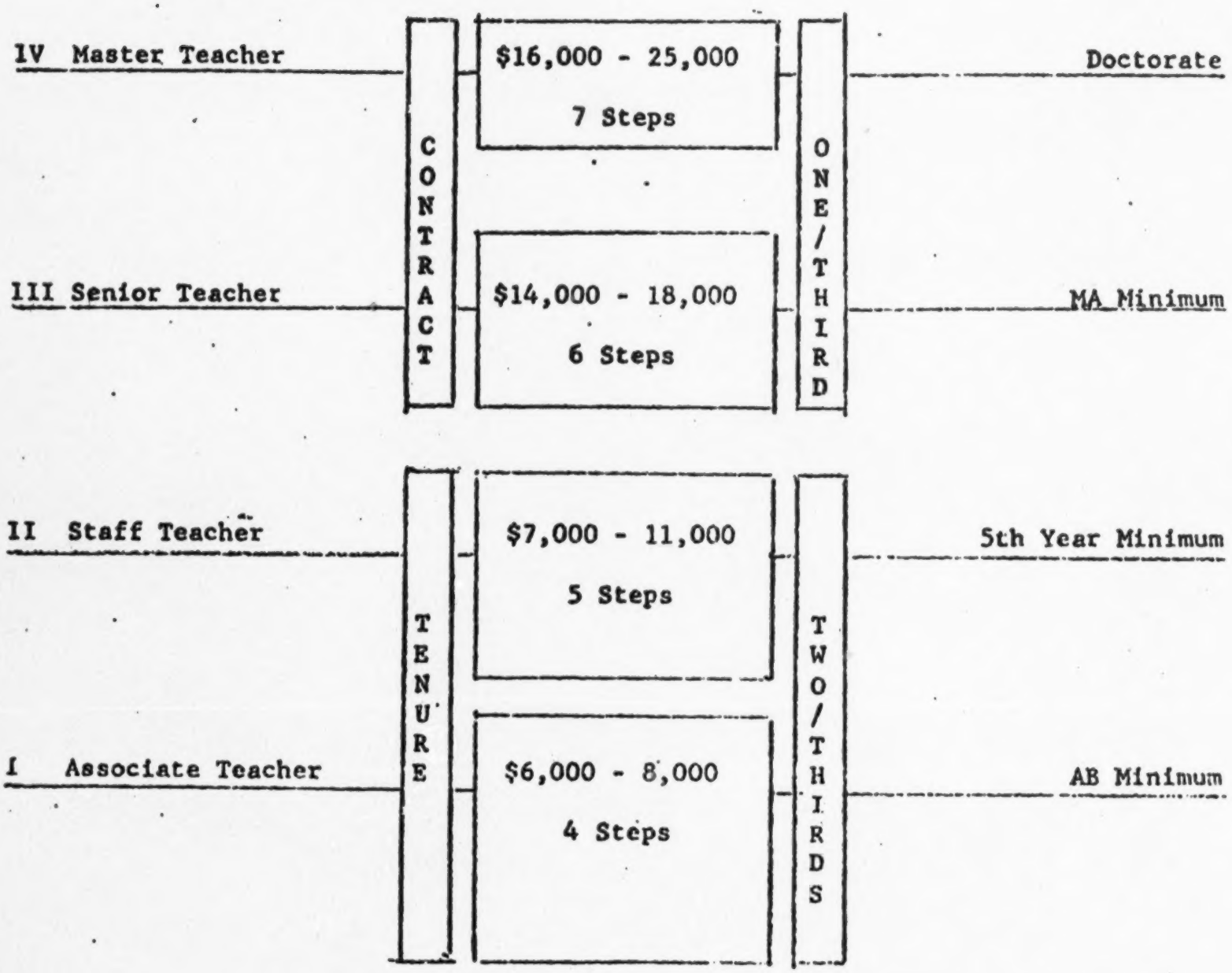
The third category, Senior Teacher, could be salaried at $14,000 to $18,000 in six steps with probably an MA degree.

The highest level might be designated Master Teacher. The title is not so important, but there should be a way to identify instructional responsibilities in the elementary and secondary schools that have commensurate professional responsibility and recognition with instructional positions in higher education. Compensation for the fourth staff category would range from $16,000 to $25,000, and, similar to category three, would have perhaps seven steps. This fourth level would typically be associated with the doctorate and would enable a person who is interested in classroom teaching to enjoy a full professional career in the classroom. There is a rationale for the various steps at the various levels. The lower ranks tend to include less complex responsibilities; hence, a legitimate increase in remuneration because of increase in expected performance is more limited than the same factor at the more senior ranks, where growth is anticipated over a longer period of time.

Consider the first and second levels as tenured positions, and the third and fourth levels as contract positions. This would not require any modification in tenure laws; a person could be hired as an Associate Teacher and reach tenure as an Associate Teacher. He could be hired as a Staff Teacher

DIFFERENTIATED TEACHER STAFF

COMPENSATION AND RESPONSIBILITY



Levels of training shown in the right column are typical, not required.

Table I

promoted to Staff Teacher, and receive tenure as a Staff Teacher. Teachers performing in contract positions as Senior or Master Teachers could still be tenured as Staff Teachers in much the same way that administrators are now often tenured not as administrators, but as teachers in the districts in which they are serving as administrators. Typically, levels three and four of the staff would be on twelve-month contracts, rather than nine-month contracts, moving in a desirable direction of professionalism. This proposal initially provides for 80% of the staff at levels one and two, and about 20% of the staff at levels three and four. A district would have to think through specific differentiated staff responsibilities and promote teachers to fulfill particular responsibilities.

The Temple City, California, School District became the first in the nation to implement such a model of differentiation in 1968. What was initiated in that district is not necessarily the best or only way to differentiate, but it is one practical demonstration of differentiation. Alternative patterns of differentiation are needed elsewhere, but some district had to be first to try. In traditional terms, the average salary in the district was $9,400 for 175 staff members, or a total teaching salary budget item of $1,645,000. Under a differentiated pattern, the same total figure broke down as indicated in this table:

Teaching Level	Average Salary	Number of Teachers	Total
Associate Teacher	$ 7,000	80	$ 560,000
Staff Teacher	9,000	65	585,000
Senior Teacher	16,000	25	400,000
Master Teacher	20,000	5	100,000
	TOTALS	175	$1,645,000

Although a differentiated staff structure might be arranged on any number of basic patterns other than the four levels suggested here, three conditions are essential to the model outlined above:

* A minimum of three differentiated staff teaching levels, each having a different salary range.

* A maximum salary at the top teaching category that is at least double the maximum at the lowest.

* Substantial direct teaching responsibility for all teachers at all salary levels, including those in the top brackets. The first two conditions are set so as to try to insure that differentiation will be more than token. Simply inventing responsibility levels, writing job descriptions, and assigning teachers arbitrarily will not work because that is essentially what we are doing now. The differentiated staff concept calls for innovation and reorganization of the basic structure of our schools, with full participation in such reorganization by the teaching staff. Ideally, the state or private organizations should provide incentive funds to defray any initial implementation costs that might occur in revising instructional materials, facilities and equipment, or in implementing a "grandfather clause" to protect the pres-

and salary levels of teachers whose positions or roles might call for lower salary under differentiated staffing than they had been receiving under traditional staffing.

Exactly how the duties and responsibilities and job descriptions of "master teacher" in this suggested model might differ from those of the "senior teacher", those of the "senior teacher" from those of the "staff teacher", etc., are matters of local option and great versatility. More pertinent here is the fact that such a structure can be instituted with little or no increase in total budget in just about any school district in the country -- if we would have it so. Quite pertinent, also, is that without spelling out specific differentiated duties in this present discussion, differentiated duties and responsibilities could be defined for each of the various levels, and performance criteria could be established as bases not only for hiring and promotion of staff members, but also for development of relevant and immediately applicable inservice training programs. Various positions within a staff structure might now be defined and appropriately rewarded according to some standard other than longevity and the somewhat general accumulation of credits. A bit more poetically, and probably with greater truth, under such a model we might make the classroom a more attractive career than it has been up to now. Those teachers who choose the security of tenure may have it -- at "staff" and "associate" levels. Those who choose adventure and greater reward, with their attendant risks of insecurity, may have it -- at "senior teacher" or "master teacher" level.

Of course, there is nothing sacred or absolute about such titles, or even about such duties or status as are implied in those labels used to outline the model above. Perhaps the top level jobs might be defined as liaison

positions between research frontier and public school firing line. Perhaps they could be essentially positions which serve coordinating functions among subject areas, or among separate elements of the lower echelons. Perhaps one could serve as focus or "chief" of conceptualization, a second one of dissemination, and a third of evaluation, within a given school, to borrow from another concept of differentiation named earlier.

Modifications, alternatives, variations on traditional base within the general framework presented here are legion; they are limited only by the imaginations of free and open staff members, grappling together with problems that are common to all who are interested in local educational concerns. Yet, that freedom and openness and imagination might lead to all sorts of genuine innovations in differentiated staffing, rather than simple manipulation or refinement of traditional roles and models such as we have been dealing with here. All sorts of models might become possible. It is a truism among teachers, for instance, that "I never really learned the subject until I tried to teach it." Yet, we deny students the opportunity to learn in a similar fashion. The student as teacher: how viable is the idea?

Consider the vast amount of folklore and common fantasy, the limitless number of games and tricks, the endless catalogue of rhymes and riddles that six and seven and eight year olds pass among themselves on the playgrounds, or in the backyards, or on the streets out front. There must be a vast culture, carried exclusively by kids, that extends unbroken and relatively unchanged from the dimmest genetic memory of man. Adults certainly do not teach them all those jumprope jingles; kids do not learn "king of the mountain" in school, but "king of the mountain" illustrates all that needs to be known about a certain kind of power that has studded the history of mankind.

This idea provides an added dimension of differentiated staffing: the use of students as a systematic and constructive teaching resource. Let us develop it as one dramatic example of how the concept of <u>teacher</u> might be drastically and dramatically revised in the future.

Students could be used as teachers with at least three different sets of expectation. First, the student by teaching might contribute nothing to the learning of others, but he himself might learn a lot in the process. Second, the student might receive, might himself learn, as he teaches others. In fact, he just might receive as much as he happens to get others to learn. Finally, a student could become extra hands for the teacher. This exploitation of student talent might very well find Jimmy, who is bright and has completed his arithmetic problems, helping Susie, who is not too sharp in arithmetic, and who might well be working at the same set of problems next week, if no one gives her some personal attention. Essentially, the student serves in the image of the regular teacher, as a miniature substitute-in-residence. For this service, he might well be compensated.

Of course, certain very relevant questions immediately arise. How much risk are we willing to allow that the student-as-teacher might pass on misinformation? Remember, it is more difficult to "unlearn" what has been wrong learning, than it is to learn in the first place. Or, how do we decide which of the three strategies is appropriate for whom, and for how long? Under what conditions? When? Where? How? When is a student ready to teach? Might he be motivated to learn something himself because he is going to have to teach it to someone else? Could a student sometimes teach something before he himself has fully learned it? How many students should we entrust to the student-as-teacher? If he makes mistakes during a presentation, should we correct him

immediately? Should we continue to correct him throughout his presentation, or can we wait until he is finished, then correct all his mistakes at once. Or, should we simply ignore his mistakes?

Just to accept the legitimacy of the student in the teacher's role is to allow all sorts of experiments in utilizing and involving students in their own instruction. Suppose a traditional class of twenty-eight, for instance, were broken down into seven teams of four students each, with a different specific learning goal or learning task assigned to each team. Once a team adjudged itself to have accomplished its goal, or mastered its task, each member of another team and the two "exchange students" could be held responsible for instructing the groups into which each had moved in whatever materials or goals or tasks had been developed or accomplished in the original groups. A second exchange could then be scheduled, and a third, until all information, materials, tasks, whatever, had been disseminated among the entire class of twenty-eight.

Consider the advantages of simply placing a student genuinely in the teacher's position. If the attempt is honest, if it is more than "game-playing", there is no quicker way to foster a student's appreciation of the problems, limitations, anxieties of the traditional teaching role. At the same time, the regular teacher, observing for a change, might gain new slant or new insight into problems of her own, or of the classes with which she is working. Or, in critiquing the teaching performance of a student, she might enter easily into self-evaluation of her own performance. Anecdotes are readily available to testify to certain successes in having older students instruct younger; think of the side advantages of having younger students instruct older ones. Teachers might suddenly be made aware that they could indeed have something to

learn from some of their students -- with no loss of face or status or credibility or pride.

That a student can genuinely serve as teacher was brought home to me personally one Saturday within an hour's walk, during which my son taught me more about birds and bird-watching than I had ever known before the walk. He even brought me to a certain modest level of proficiency in identification of certain species. At the time, he was a seventh grader; I was college dean within a university.

Might it be interesting to let an instructional committee of students read all that can be read on, say, feudalism, then decide which of the material should be taught to their fellow classmates and how? Or, perhaps after such a group has exhausted, selected, and presented their resources or materials available on a particular subject, a second team of students from the class could be assigned exactly the same task to see if the first group did the job well enough.

The concept of student-as-teacher could provide valuable input for the regular teaching staff, and student participation in planning and instruction might alter the tone or effectiveness of whatever is to be learned. There could hardly be a more dramatic way to encourage critical thinking in young minds. Of course students are likely to make mistakes, not only in their means of preparation and presentation of material, but in the material itself. Yet, we need somehow to get rid of the notion that absolutely every detail of every lesson must be certified before it is taught. We need somehow to recognize that every time we try to guarantee omnipresent and indisputable truth in the classroom, we also practically stifle an excellent chance for a student to exercise the "critical thinking" that so many of us say we want to foster in students. That

is not to say that we want to facilitate "wrong learning" at all; rather, it is to suggest that we sometimes lose out on creativity, excitement and discovery by our insistence that a classroom innovation or experiment be a guaranteed positive success before it is tried.

But, what other notions and approaches might be developed into new models of differentiated staff utilization? Has any school ever considered the Army model of organizing a group of students into, say, platoons, each with its own leader. That leader could guide those students in his "platoon" through rather thoroughly defined periods of learning, each period with its own goals, its own set of instructors. Within such a model, a given group of students might meet a different set of instructors every period, day, week, eight weeks, sixteen weeks, or whatever.

A Village Fair model might allow every teacher or instructional resource to specialize in presenting "his own thing" within a given period of time and a given physical context. Students might move through the "fair", picking and choosing from among the offerings at will. For those schoolmen who worry that students will not "choose well", at least not well enough to "meet normal standards", limitations and guidelines might be defined and enunciated at the beginning of the total educational experience. The Village Fair model might take place, marathon-like, over a day or two; it might be extended into a semester or two.

Rather similar to the Village Fair model is the Bread Man model, whereby each staff member or instructional resource might periodically offer to each student a small but specialized assortment of skills, experiences, activities, bodies of knowledge. The student might be free to choose any, all or none; or, the student might be required to "purchase" at least one product or service or

experience from each "deliveryman", but also be allowed to "purchase" more than one if they seem particularly attractive or helpful.

The Road Show model could telescope a unit of instruction into one intensive experience. Why stretch a unit in Macbeth, for instance, over a month or two of four or five fragments per week, when a good filmed version of the play, an intensive reading of the play, an hour or two of criticism, a series of panels on applied learning from the play, an exercise in recognizing the elements of tragedy, and a series of optional experiences in writing, poetic analysis, dramatic reading, character portrayal, what have you -- when all those might be offered within the normal time limitation of one or two school days after a team has spent ten to fifteen days planning and preparing the total event? Over a year, no increase in staff nor in total time allowed "per course" would be needed -- simply differentiated use of staff and reallocation of time. Would such an extended, but one-shot approach be more lasting in its effect, and perhaps more positive, than the slow death by fragmentation of many traditional approaches to "chunks" of learning, or bodies of knowledge? Suppose you were to staff such a package with a team and put the show on the road, so to speak, or flood the highways between all the schools in a given region with such teams and such total instructional packages.

The Assembly Line model would find an individual student, or, if you will, a group of students, moving through a program of experiences and exposures, each calculated to add its own particular function or fact to the total educational experience of the student.

In the Diagnostic model, based somewhat on medical practice, a student's educational needs would be carefully identified, his individualized remedy and treatment prescribed, and he would be treated by whatever members of the staff

or elements of the total school program were appropriate until further examination indicated that his particular needs had been met.

Or, a teacher might serve primarily as an assembler of staff resources for the individual learner, based on that teacher's special knowledge of that particular student's needs, abilities, interests and concerns. Every teacher might truly and effectively become a counselor under such a model.

Suppose a school were made up of learning teams, every team composed of people who had been previously selected as probably compatible with each other. Perhaps this model could be extended to include the teacher as fellow learner, whereby a teacher trained in English, for instance, might serve on a team that sets out to learn physics, or some other specialty with which the teacher is at least somewhat unfamiliar. Teacher and student teammates would have equal stake in the quest and in the eventual success or failure of the adventure in learning.

Other models could be built along problem-centered or theme-centered approaches to learning, or by activity centers, each different from the others in size, staffing, function, or service. Some might even be located outside of what we traditionally think of as the school. For differentiated staffing carried to fruition will make the walls of the school porous, if it allows those walls to stand at all. Off-site education is already a reality in many work study programs, in released time, in independent study projects, and the like. Schools are only beginning to see the potential in education by telephone service, or by other facilities in which the instructor, if there is one, might be physically or in time quite remote from the learner. Some educational resource persons might need to be employed on a temporary basis, some on a permanent basis, some on an intermittent basis, some on a voluntary basis.

Local school districts, most of them unable to afford the quantity of talent on the level of quality desired in every area possible and generally limited in availability today, may soon need to recognize the legitimacy of a new breed of educational specialist -- one who serves in a multiple-employer relationship. Already it is possible, for instance, for a man to serve a university in two different capacities -- as instructor in advanced mathematics and as a supervisor of teacher training in mathematics; to contract with two different local school districts as curriculum coordinator in mathematics; and to budget part of his time as private consultant to other school districts around the country. In addition, education can tap new community resources as integral parts of the institution of learning: parttime employees, housewives, undergraduates, retired citizens, people seeking supplementary incomes, interested citizens with established careers outside of education. Give the research chemist or taxpayer's league president in your school district a choice, for instance: an additional two hundred dollars in school taxes next year, or the supervision of one evening a week in an elective seminar on research procedures. See which he chooses more willingly and with greater measure of vital contribution. Which is the greater educational bargain for the service of students?

Ultimately, the total community determines the extent of differentiated staffing -- the total community as potential resource, the total community through involvement and support, the total community coming into the school, and, in turn, the school moving out into the total community. It is expertise that we need in the schools, and we hide behind credentials and specifications of our own manufacture. Thus, we appear suspect to those outside the school walls, and inept or irrelevant to many of those locked inside the walls by compulsory attendance laws. It is humanity and individuality that we preach

in our schools; yet, what can be more inhumane and more repressive of the individual than to fail to utilize his unique and distinctive abilities, talents he can contribute to the total learning experience available in wider measure to more students? It is far more damaging to individuality to expect each teacher to be a little bit of everything, and to be exactly alike in his professional life to every other teacher.

The advantages of trying differentiated staffing more than compensate for the problems it creates or spotlights. Everybody in education is overdue for such an experiment. It seems obvious that a part-test of the concept is no test at all. Yet, what is the jumping off point for the individual school district? Simply adding a half-time secretary for teachers is not enough. What will be the impact of any experiment on the organization that tries it? Perhaps the implementation of differentiated staffing will get a bad reception because it is new, and some of us humans tend to expect the worst in anything that is new. Or, it could get a bad reception because it is in itself a bad idea. The variables are so large, and the possibilities so varied and numerous.

Perhaps the profession as a whole should jump in feet first. Individual attempts and experiments may be small, but the profession as a whole should be trying many different alternatives to the nineteenth century staffing that now characterizes and stultifies our schools and many of our most promising educators. Risks should be encouraged, unsuccessful models discarded without apology or regret. Edison tried five hundred experiments before he invented the storage battery. After the initial experiments with differentiated staffing, we can then, as professionals, look systematically at the options that have been created. Let's hope we will have created such options and developed new models by our own

design and daring, rather than having watched unchallenged traditional patterns crumble in irrelevance and obsolescence because of our own default or lack of adventure.

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